

Saluda River Academy for the Arts

1520 Duke Street
West Columbia, South Carolina 29169

Grades	K-5 Elementary School	
Enrollment	390 Students	
Principal	David Sims	803-739-4095
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	Jerry S. Chitty	803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	48	32	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Unsatisfactory	N/A
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

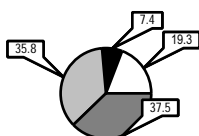
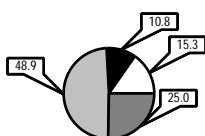
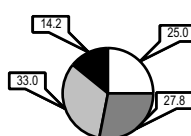
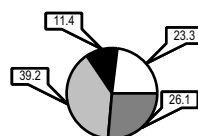
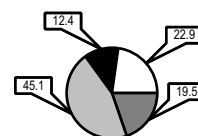
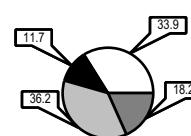
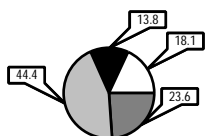
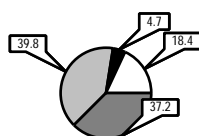
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	201	100.0	19.3	35.8	37.5	7.4	54.5	Yes	Yes
Gender									
Male	98	100.0	24.4	46.5	25.6	3.5	39.5		
Female	103	100.0	14.4	25.6	48.9	11.1	68.9		
Racial/Ethnic Group									
White	117	100.0	10.0	35.5	47.3	7.3	64.5	Yes	Yes
African American	48	100.0	35.9	35.9	25.6	2.6	33.3	I/S	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	40.9	40.9	9.1	9.1	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	162	100.0	13.6	36.4	41.4	8.6	60.7		
Disabled	39	100.0	41.7	33.3	22.2	2.8	30.6	I/S	I/S
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	200	100.0	19.3	35.8	37.5	7.4	54.5		
English Proficiency									
Limited English Proficient	24	100.0	44.4	44.4	5.6	5.6	33.3	I/S	I/S
Non-Limited English Proficient	177	100.0	16.5	34.8	41.1	7.6	57.0		
Socio-Economic Status									
Subsidized meals	104	100.0	29.6	39.5	28.4	2.5	39.5	Yes	Yes
Full-pay meals	97	100.0	10.5	32.6	45.3	11.6	67.4		

Mathematics – State Performance Objective = 36.7%									
All Students	201	100.0	15.3	48.9	25.0	10.8	52.8	Yes	Yes
Gender									
Male	98	100.0	22.1	50.0	19.8	8.1	46.5		
Female	103	100.0	8.9	47.8	30.0	13.3	58.9		
Racial/Ethnic Group									
White	117	100.0	7.3	50.0	29.1	13.6	62.7	Yes	Yes
African American	48	100.0	33.3	51.3	12.8	2.6	25.6	I/S	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	27.3	45.5	18.2	9.1	40.9	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	162	100.0	12.1	48.6	27.9	11.4	55.7		
Disabled	39	100.0	27.8	50.0	13.9	8.3	41.7	I/S	I/S
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	200	100.0	15.3	48.9	25.0	10.8	52.8		
English Proficiency									
Limited English Proficient	24	100.0	27.8	55.6	11.1	5.6	38.9	I/S	I/S
Non-Limited English Proficient	177	100.0	13.9	48.1	26.6	11.4	54.4		
Socio-Economic Status									
Subsidized meals	104	100.0	24.7	51.9	19.8	3.7	38.3	Yes	Yes
Full-pay meals	97	100.0	7.4	46.3	29.5	16.8	65.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	201	100.0	25.0	33.0	27.8	14.2	42.0
Gender							
Male	98	100.0	30.2	29.1	25.6	15.1	40.7
Female	103	100.0	20.0	36.7	30.0	13.3	43.3
Racial/Ethnic Group							
White	117	100.0	11.8	32.7	38.2	17.3	55.5
African American	48	100.0	48.7	35.9	7.7	7.7	15.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	54.5	27.3	9.1	9.1	18.2
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	162	100.0	22.1	32.9	28.6	16.4	45.0
Disabled	39	100.0	36.1	33.3	25.0	5.6	30.6
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	100.0	25.0	33.0	27.8	14.2	42.0
English Proficiency							
Limited English Proficient	24	100.0	61.1	16.7	22.2	0.0	22.2
Non-Limited English Proficient	177	100.0	20.9	34.8	28.5	15.8	44.3
Socio-Economic Status							
Subsidized meals	104	100.0	39.5	32.1	19.8	8.6	28.4
Full-pay meals	97	100.0	12.6	33.7	34.7	18.9	53.7

Social Studies							
All Students	201	100.0	23.3	39.2	26.1	11.4	37.5
Gender							
Male	98	100.0	30.2	37.2	22.1	10.5	32.6
Female	103	100.0	16.7	41.1	30.0	12.2	42.2
Racial/Ethnic Group							
White	117	100.0	17.3	35.5	31.8	15.5	47.3
African American	48	100.0	35.9	43.6	15.4	5.1	20.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	36.4	50.0	13.6	0.0	13.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	162	100.0	20.0	40.7	26.4	12.9	39.3
Disabled	39	100.0	36.1	33.3	25.0	5.6	30.6
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	100.0	23.3	39.2	26.1	11.4	37.5
English Proficiency							
Limited English Proficient	24	100.0	33.3	50.0	11.1	5.6	16.7
Non-Limited English Proficient	177	100.0	22.2	38.0	27.8	12.0	39.9
Socio-Economic Status							
Subsidized meals	104	100.0	33.3	44.4	13.6	8.6	22.2
Full-pay meals	97	100.0	14.7	34.7	36.8	13.7	50.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	100.0	15.3	18.6	47.5	18.6	66.1
	4	74	100.0	18.8	40.6	36.2	4.3	40.6
	5	69	98.6	20.6	44.4	31.7	3.2	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	66	100.0	16.1	26.8	41.1	16.1	57.1
	4	59	100.0	19.2	28.8	50.0	1.9	51.9
	5	76	100.0	22.1	48.5	25.0	4.4	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	100.0	13.6	44.1	30.5	11.9	42.4
	4	74	100.0	8.7	55.1	21.7	14.5	36.2
	5	69	98.6	17.5	34.9	34.9	12.7	47.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	66	100.0	19.6	46.4	21.4	12.5	33.9
	4	59	100.0	13.5	34.6	46.2	5.8	51.9
	5	76	100.0	13.2	61.8	11.8	13.2	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	66	100.0	25.0	30.4	33.9	10.7	44.6
	4	59	100.0	21.2	28.8	36.5	13.5	50.0
	5	76	100.0	27.9	38.2	16.2	17.6	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	66	100.0	21.4	37.5	26.8	14.3	41.1
	4	59	100.0	9.6	48.1	28.8	13.5	42.3
	5	76	100.0	35.3	33.8	23.5	7.4	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 390)				
First graders who attended full-day kindergarten	76.7%	Down from 84.7%	100.0%	100.0%
Retention rate	0.5%	Down from 1.7%	2.9%	3.0%
Attendance rate	96.4%	Up from 96.3%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 1.5%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.0%	3.2%	3.2%
Eligible for gifted and talented	23.0%	Down from 26.4%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Up from 4.4%	8.8%	8.2%
Older than usual for grade	0.0%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Down from 68.8%	52.9%	52.6%
Continuing contract teachers	68.8%	Down from 96.9%	84.8%	83.3%
Highly qualified teachers	96.6%	Up from 89.5%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 91.3%	88.3%	87.0%
Teacher attendance rate	93.0%	Up from 91.6%	95.1%	95.0%
Average teacher salary	\$41,454	Down 8.7%	\$41,876	\$41,703
Prof. development days/teacher	14.2 days	Up from 9.4 days	13.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	87.9%	Up from 87.1%	89.9%	89.8%
Dollars spent per pupil*	\$6,171	Down 5.9%	\$6,059	\$6,242
Percent of expenditures for teacher salaries*	70.3%	Down from 70.6%	67.0%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our faculty is dedicated to continuous improvement. High expectations coupled with an integrated philosophy are helping all Saluda River students to achieve. To strengthen our instructional areas, we have made a commitment to provide a learning environment that advances every student and models good citizenship. We continued to focus on best practices in reading and writing through staff development and professional readings. A total of three teachers have obtained National Board Certification and others are pursuing it. Several of our staff members presented at conferences such as the Title One, SC Alliance for Arts Education, and the International Reading Conferences. Parenting opportunities, such as Moms' and Dads' Night Out and Dinner and a Story, were provided to assist parents in supporting their child's learning at home.

We use the arts as a catalyst to improve our students' achievement, confidence, and communication skills. We offer a wide range of after-school art classes including: creative movement; jazz; Spanish; art; and karate. Our arts programs expose students to the various facets of the arts while teaching discipline, expression, cooperation, and character. Four artists-in-residence provided enrichment for our students during the year in the areas of drama, Caribbean music, and puppetry. Other highlights included performing in the Music on the Mount Concert Series, creating a banner for the Columbia Museum of Art and the City of Columbia, and painting Sesame Street characters on the windows at the Colonial Center. Many of our artistic opportunities were made possible through our partnerships with community businesses.

Our Parent Teacher Organization (PTO) sponsored numerous activities for our students, teachers and community. Our students gave back to the community through their participation in service projects. The PTO, School Improvement Council, and volunteers are the driving partners behind our success. The greatest contributing factor to the success of Saluda River Academy for the Arts can be summarized with - We Care! We extend an open invitation to those within and outside of our community to come and visit us and be a part of our TEAM.

David E. Sims, Principal
Gary Prince, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	71	46
Percent satisfied with learning environment	100.0%	90.0%	91.1%
Percent satisfied with social and physical environment	90.6%	91.5%	93.0%
Percent satisfied with school-home relations	100.0%	94.4%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.